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ABSTRACT

This bibliography contains 35 annotations on resources in the ERIC database (ranging from 1982 to 1988) dealing with strategies to help dyslexic students. The bibliography is arranged into three sections: the first section provides an overview of dyslexia, the second section contains several citations on instructional strategies that can be used with the dyslexic student, and the last section refers to research on dyslexia. (MS)

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# Strategies to Help Dyslexic Students

*Michael Shermis*

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Dyslexia is fast becoming the most discussed reading disability. A search of the ERIC database reveals that numerous resources are now available for the instruction of dyslexic students. This *FAST Bib* includes citations from the period 1982 to 1988 and is divided into three sections: Overview, Instructional Strategies, and Research.

Abstracts for some of the articles cited here have been abbreviated to conform to the *FAST Bib* format. The ED numbers for sources included in *Resources in Education* have been included to enable the user to go directly to microfiche collections, to order from the ERIC Document Reproduction Service (EDRS), or to go to *RIE* for the full abstract on those sources not available through EDRS. If a document has a CS number rather than an ED number, look in *RIE* or the ERIC database to find the corresponding ED number. The citations to journals are from the *Current Index to Journals in Education*, and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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## *Overview*

*Facts about Dyslexia.* Bethesda, MD: National Inst. of Child Health and Human Development; Towson, MD: Orton Society, 1986. 16p. [ED 274 123]

*Developmental dyslexia is a specific learning disability characterized by difficulty in learning to read. Some dyslexics may also have difficulty learning to write, to spell, and to speak or work with numbers. Some researchers estimate that as many as 15 percent of American students may be classified as dyslexic. The prognosis for dyslexic students is mixed because there is a wide diversity of both symptoms and degrees of severity. However, it is clear that an effective remedial program is crucial and that early diagnosis and treatment are essential.*

Lundquist, Arlene J.; Nash, Robert. "Remediating Language Deficient/Dyslexic College Students: An Interview with Robert Nash," *Journal of Developmental Education*, v12 n1 p16-19 Sep 1988.

*Responses by Robert Nash to questions concerning problems associated with dyslexia, the social/emotional impact of learning disabilities, and the University of Wisconsin's Project Success for language deficient/dyslexic students.*

Taylor, David. "Identifying and Helping the Dyslexic Writer," *Journal of Developmental & Remedial Education*, v9 n2 p8-11, 31 1985.

*Provides information on the definition, etiology, and incidence of dyslexia. Presents guidelines to help developmental educators identify and test dyslexic students. Suggests helping strategies and discusses the basics of language retraining in the areas of reading, spelling, and writing.*

Wilson, Edward, ed. "The Special Student," *English in Texas*, v18 n3 Spr 1987. 43p. [ED 283 206]

*Addresses the challenges and rewards of dealing with the many types of students that can be found in today's English classrooms including the gifted, handicapped, dyslexic, and other learning disabled.*

## *Instructional Strategies*

Arms, Valarie M. "A Dyslexic Can Compose on a Computer," *Educational Technology*, v24 n1 p39-41 Jan 1984.

*Describes the strategies used by a technical writing teacher who encouraged a dyslexic university engineering student to use a microcomputer as an aid in composition writing. Discusses how a word processing program was used to make the writing process easier and increase the student's self-confidence.*

CS009654

Bancroft, W. Jane. "Three Methods for Language Acquisition: Total Physical Response; the Tomatis Program; Suggestopedia." Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages, 1984. 22p. [ED 253 092]

*Discusses the Tomatis program, a method for treating dyslexia and communication problems that is also used for teaching basic elements of foreign languages.*

Bellan, Ruth L. "The Integrated Method of Reading Therapy," *Journal of Learning Disabilities*, v19 n5 p271-73 May 1986.

*Describes an approach to helping dyslexic children by making the learning situation as painless as possible and helping students accept responsibility for more careful scrutiny and accurate decoding.*

Blau, Harold; Loveless, Eugene J. "Specific Hemispheric-Routing—TAK/v to Teach Spelling to Dyslexics: VAK and VAKT Challenged," *Journal of Learning Disabilities*, v15 n8 p461-66 Oct 1982.

*Suggests a revised concept of multimodality, multisensory instruction which minimizes the visual modality to deal primarily with the severe spelling difficulties of the dyslexic and of others with a similar language problem.*

Burrows, Dian; Wolf, Beverly. "Creativity and the Dyslexic Child: A Classroom View," *Annals of Dyslexia*, v33 p269-74 1983.

*Multisensory techniques can be used to provide opportunities for creative expression for children with specific language disabilities. Dramatics, art, movement activities, music, poetry, and dancing can help meet the children's emotional needs while also enhancing their self-concepts.*

Cicci, Regina. "Dyslexia: Especially for Parents," *Annals of Dyslexia*, v37 p203-11 1987.

*Outlines the characteristics of dyslexia and its educational implications. Stresses parental understanding of the problem and support for intervention efforts. Suggests various learning activities, along with guidelines to help the child cope with the disability, become better organized, study for tests, etc.*

Cox, Aylett R. "Alphabetic Phonics: An Organization and Expansion of Orton-Gillingham," *Annals of Dyslexia*, v35 p187-98 1985.

*Alphabetic Phonics, a sequential language curriculum, is an extension of the Orton-Gillingham-Childs multisensory teaching method. The curriculum includes modern behavioral, psychological, and educational theories and practice. Developed initially as remediation for dyslexics, Alphabetic Phonics is succeeding both with small groups of severely blocked dyslexics and as prevention in regular primary grade classrooms.*

Dinsmore, Julie A.; Isaacson, Douglas K. "Tactics for Teaching Dyslexic Students," *Academic Therapy*, v21 n3 p293-300 Jan 1986.

*Offers a checklist to help classroom teachers determine behaviors characteristic of dyslexic functioning (both visual-spatial and auditory-linguistic types). Suggests tactics for tailoring approaches to students' characteristics—strong visual/weak auditory processing skills or strong auditory/weak visual processing skills.*

"Facets: How Can English Teachers Best Use Computers?" *English Journal*, v75 n2 p22-25 Feb 1986.

*Four teachers discuss using the word processor to (1) teach writing; (2) help students with dyslexia; and (3) access an information retrieval service for research papers, as well as for other classroom purposes.*

Greenwood, Julia Ann; and others. "Adapting a College Preparatory Curriculum for Dyslexic Adolescents. I: Rationale. II: The Focus: Confronting the Problems of What to Teach. III: Applications for the Classroom," *Annals of Dyslexia*, v33 p235-68 1983.

*Focuses on adapting typical college preparatory curricula for dyslexic secondary students.*

Hirsh Pasek, Kathy. "Beyond the Great Debate: Fingerspelling as an Alternative Route to Word Identification for Deaf or Dyslexic Readers," *Reading Teacher*, v40 n3 p340-43 Dec 1986.

*Shows that fingerspelling makes learning the task of separating the word into its parts fun, as well as easier for some students.*

Hynd, Cynthia R. "Instruction of Reading Disabled/Dyslexic Students," *Teacher Education and Practice*, v3 n2 p17-33 Fall-Win 1986-87.

*Discusses current research and theory regarding neurological correlates of reading and various subtypes of reading disability. Contrasts remedial efforts versus compensatory instruction. Describes a diagnostic and instructional procedure. Provides a description of some instructional strategies for each subtype of reading disability.*

Jones, Bobbie H. "The Gifted Dyslexic," *Annals of Dyslexia*, v36 p301-17 1986.

*Offers guidelines for diagnosing and teaching the gifted dyslexic. Lists characteristics of the gifted and of children with attention-deficit disorders. Recommends a diagnostic battery. Includes educational suggestions for family involvement, remediation of academic skill deficits, and student guidance in developing organization and study skills.*

Kitzen, Kay. "Math & the Dyslexic: Making the Abstract Concrete," *Suffolk Branch—Orton Dyslexia Society Spotlight*, v2 n2 Fall 1983. 5p. [ED 240 823]

*Discusses several psychologists' views on how to teach math to dyslexics.*

Koehler, Linda J. S.; Lloyd, Lyle L. "Using Fingerspelling/Manual Signs to Facilitate Reading and Spelling." Paper presented at the 4th Biennial Conference of the International Society for Augmentative and Alternative Communication, 1986. 15p. [ED 284 179]

*Stresses the advantages of using the manual alphabet in classes of non-deaf students and how it is effective both for spelling and vocabulary instruction.*

Lane, Martha A. *Handbook for Volunteer Reading Aides.* Philadelphia, PA: Lutheran Church Women, 1984. 160p. [ED 256 900]

*Provides ideas to assist volunteer tutors participating in an adult literacy program. Includes a chapter on dyslexia.*

Mende, Richard. "The L. D. College Student: Program Proposals." Paper delivered at the Annual Conference of the Association of Canadian Community Colleges, 1988. 13 p. [ED 299 001]

*Discusses behaviors that may help instructors to identify dyslexic students, including poor reading, inability to reproduce the alphabet, and memory dysfunction.*

Miles, Elaine. "A Rescue Service for All Dyslexic Children," *Annals of Dyslexia*, v35 p199-207 1985.

*Discusses necessary conditions for success of cost-effective programs for dyslexic students. Suggests that efficiency can be improved by setting targets for entry to secondary school, referring children early, using structured phonic teaching methods and multisensory materials, collaborating with other teachers, and involving parents.*

Ngandu, Kathleen M. "Dyslexia and Severe Reading Disability." Washington, DC: American Federation of Teachers, 1981. 9p. [ED 235 168]

*Contains advice for the teacher in diagnosing dyslexia and developing an individualized program for overcoming severe reading problems.*

## Research

Bradley, John M.; Thalgott, Mary R. "Reducing Reading Anxiety," *Academic Therapy*, v22 n4 p349-58 Mar 1987.

*Discusses a case study of a dyslexic elementary student which revealed that anxiety about reading difficulties complicated instruction and impeded progress. A supportive classroom environment (which did not request oral right reading), choral repeated reading, a video oral reading production, and a desensitization/visualization exercise reduced the child's anxiety and helped to improve his reading skills.*

Bruce, David James. "Coping with Dyslexia." Paper presented at the 8th World Conference of Applied Linguistics, 1987. 10p. [ED 299 560]

*Follows up a study on 75 dyslexic young adults who had been referred to the Word-Blind Centre in London, England to examine remedial help received. Finds that: (1) those who received remedial help at the Centre regarded their experience as some sort of salvation; (2) early training in spelling skills was a critical factor in later improvement in spelling; (3) oral reading improvement was more a general effect of remedial teaching than of specific programs at the Centre; (4) subjects scored well on a variety of tests on science and technical subjects, but very low in the traditional arts subjects; (5) a majority of the subjects' occupations exhibited a downward shift in status compared to that of their fathers; and (6) coping strategies such as relying on amanuenses, "camouflaging," taking written work home, or relying on memory were used by most of the subjects.*

Goodacre, Elizabeth. "Reading Research in Great Britain—1985," *Reading*, v21 n1 p16-29 Apr 1987.

*Reviews research in the areas of reading standards and tests, reading development, dyslexia and specific reading retardation, and reading materials and interests.*

Hicks, Carolyn. "Remediating Specific Reading Disabilities: A Review of Approaches," *Journal of Research in Reading*, v9 n1 p39-55 Feb 1986.

*Examines the evidence for and against three major approaches to the teaching of specific reading disabled children: the process approach, the specialist method, and the modality/treatment interaction method. Concludes that all differ in terms of their as-*

*sumptions and consequent remediation, and all have a number of associated difficulties.*

Johansen, Kjeld. "Frequency-Specific, Binaural Stimulation of Students with Reading and Spelling Difficulties." 1988. 12p. [CS 009 456]

*Examines the hearing of learning disabled students (such as dyslexics) in an attempt to classify, identify, and design auditory stimulation procedures. Finds that many of the learning disabled students had a left ear advantage while many of the control group had right ear advantage and that left-handed students were more likely to have learning disabilities than right-handed students.*

Johansen, Kjeld. "Hearing: An Overlooked Fact in Relationship to Dyslexia." Paper presented at the 21st Annual Meeting of the Nordic Congress on Special Education, 1988. 24p. [ED 299 549]

*Discusses sophisticated neurological research showing that early problems with auditory perception can result in long-range negative effects for the linguistic processes in general, which must be assumed to be correlated with induced degenerative changes in the auditory system and perhaps in the brain's linguistic sector. Also shows that the reading disabled have a significantly different perception of auditory stimuli than normal readers and that dichotic listening reveals these differences.*

Lane, Colin H.; Chinn, Stephen J. "Learning by Self-Voice Echo," *Academic Therapy,* v21 n4 p477-81 Mar 1986.

*The ARROW (Aural, Read, Respond, Oral, Written) Technique using students' self-voice echoing was the most effective method in helping 25 dyslexic adolescents learn their multiplication tables compared to tutor voice, read and say, and write and say methods.*

MacKinnon, G. E.; Waller, T. Gary, eds. *Reading Research: Advances in Theory and Practice.* Volume 4. New York, NY: Academic Press, Inc., 111 Fifth Ave., 1985. ($45.00) 262p.
[ED 261 357; not available from EDRS]

*Focuses on the nature of reading and reading disabilities, with implications for both theory and practice. Provides an outlet for systematic and substantive reviews, both empirical and theoretical, and for extended integrative reports of programatic research.*

Phelps, Joanne; Stempel, Lynn. "Revisiting an 'R' – News and Views of Writing." 1987. 11 p. [ED 292 282]

*Discusses the importance of handwriting and how dyslexic students are denied access to understanding themselves after writing about their thoughts and feelings because they have difficulty recalling letter shapes and trouble transcribing them on paper.*

Rothschild, Lois H. "Scholastic Aptitude Test Preparation for the Adolescent Dyslexic," *Annals of Dyslexia,* v37 p212-27 1987.

*Asserts that Scholastic Aptitude Test skills of dyslexics can be enhanced through use of special test administration arrangements and a structured program of vocabulary development, test-taking strategies, and a pattern of analysis to improve reading comprehension. Two case studies illustrate the impact of drill and reinforcement, multimodal imagery techniques, and overlearning.*

Snow, Mary B. *Survey of Programs for Low-Achieving Students: Practices, Opinions, and Recommendation.* Carson City, NV: Nevada State Department of Education, 1987. 47 p.
[ED 290 273]

*Examines diagnostic tools and remedial programs for students with dyslexia and other learning problems.*

Wagner, Rudolph F. "Polyglot Dyslexia: A New Virus?" *Academic Therapy,* v19 n5 p621-25 May 1984.

*Notes difficulties facing bilingual students with learning disabilities and outlines remedial considerations, including the need for establishing a dominant language and diagnosing errors in one or both languages.*

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